



GREENVILLE SENIOR HIGH ACADEMY

1 Vardry Street
Greenville, SC 29601

Grades	9-12 High School	
Enrollment	1,441 Students	
Principal	JF Dalton Lucas, Jr.	864-355-5500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Below Average
2010	Good	Average
2009	Average	Excellent
2008	Below Average	Below Average
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
14	9	16	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	77.1%	75.2%	78.7%	77.2%	79.9%	78.9%
Passed 1 subtest (%)	7.9%	12.3%	12.4%	12.3%	10.7%	12.3%
Passed no subtests (%)	15.0%	12.5%	8.9%	10.5%	9.6%	8.8%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	89.0%	91.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	346	373	296	304
Number of Graduates in Cohort	245	261	215	220
Rate	70.8%	70.0%	73.7%	72.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	347	N/A	307
Number of Graduates in Cohort	N/A	251	N/A	222
Rate	N/A	72.3%	N/A	71.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.5%	78.8%
English 1	63.0%	67.7%
Biology 1/Applied Biology 2	66.0%	70.9%
Physical Science	63.3%	58.9%
US History and the Constitution	60.0%	49.1%
All Tests	65.3%	64.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,441)				
Retention rate	5.0%	Down from 5.1%	3.5%	3.4%
Attendance rate	93.5%	Down from 94.7%	94.8%	95.0%
Served by gifted and talented program	17.7%	Down from 20.1%	15.1%	12.4%
With disabilities other than speech	11.4%	Down from 13.1%	10.6%	9.9%
Older than usual for grade	6.7%	Down from 10.1%	6.7%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.6%	1.0%	0.9%
Enrolled in AP/IB programs	35.0%	Up from 29.7%	14.7%	13.0%
Successful on AP/IB exams	60.2%	Up from 59.7%	52.2%	51.7%
Eligible for LIFE Scholarship	27.0%	Up from 24.9%	31.1%	30.1%
Annual dropout rate	3.2%	Down from 4.3%	3.3%	2.5%
Career/technology students in co-curricular organizations	1.3%	Up from 0.0%	2.0%	2.9%
Enrollment in career/technology courses	623	Down from 737	453	419
Students participating in work-based experiences	0.0%	Down from 14.8%	11.8%	7.2%
Career/technology students attaining technical skills	83.8%	Up from 83.0%	83.6%	83.0%
Career/technology completers placed	N/A	N/A	97.7%	98.4%
Teachers (n=78)				
Teachers with advanced degrees	55.1%	Up from 54.5%	61.6%	61.1%
Continuing contract teachers	75.6%	Down from 77.3%	86.5%	80.6%
Teachers returning from previous year	83.5%	Down from 83.9%	88.2%	86.5%
Teacher attendance rate	95.6%	Down from 97.4%	95.7%	95.5%
Average teacher salary*	\$44,991	Down 1.0%	\$47,509	\$46,884
Professional development days/teacher	10.9 days	Down from 11.6 days	11.0 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	25.3 to 1	Down from 29.1 to 1	29.4 to 1	26.5 to 1
Prime instructional time	88.6%	Down from 91.6%	89.2%	89.3%
Dollars spent per pupil**	\$5,889	Down 10.1%	\$7,334	\$7,804
Percent of expenditures for teacher salaries**	57.4%	Up from 53.1%	56.1%	58.0%
Percent of expenditures for instruction**	60.0%	Up from 56.7%	59.7%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.1%	Down from 97.8%	97.2%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	299	89.0%	1405	65.3%	346	70.8%	No
Gender							
Male	150	86.0%	656	67.5%	164	65.2%	N/A
Female	148	91.9%	692	64.3%	182	75.8%	N/A
Racial/Ethnic Group							
White	161	95.0%	521	86.6%	162	78.4%	N/A
African American	118	79.7%	672	51.6%	154	65.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	16	93.8%	154	57.8%	28	53.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	35	42.9%	94	27.7%	31	45.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	15	93.3%	116	55.2%	15	53.3%	N/A
Socio-Economic Status							
Subsidized meals	128	79.7%	802	52.1%	148	66.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Greenville High Academy of Law, Finance, and Business continues to advance the achievement of students in all instructional programs and to promote lifelong learning for all stakeholders. The school has served the educational needs of the Greenville Community with a rich tradition of academic, athletic, and artistic excellence since 1888. The 2010-2011 school year was one of many accomplishments that continued this rich tradition of excellence. As a true inner-city school, Greenville is one of the most diverse schools in the upstate with its ever-changing student population.

Our magnet program offers students a unique and specialized program. Through the exploration of a wide variety of topics, students develop an understanding of our legal system and the world's financial and business markets. Business Week 2010, held last November, involved over fifty business partners who addressed individual classes and groups of students on a variety of topics related to the world of finance. Over thirty area attorneys, law enforcement officials, and judicial experts visited classes and participated in a panel discussion with students, faculty, and parents during Law Week 2011 which featured Dr. Rodney Smolla, President of Furman University. We will continue to expand our magnet focus by offering innovative courses and job shadowing opportunities in the upcoming school year.

Instructional efforts focused on continued alignment of state learner standards to the various assessments that students face – HSAP, ACT, PSAT, SAT, MAP, and End-of-Course testing. Benchmark testing provides data for instructional decision-making in all core courses, including all EOC and AP classes, and Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures

We strive to meet the needs of all students by offering alternative pathways to academic success. Our SAT and ACT composite scores and AP Pass Rate continue to improve. Eighteen students were named as Palmetto Fellow Scholarship recipients, six earned Advanced Academic Distinction, and one student received an award for SAT Math achievement. Greenville was named as one of the Top 1,500 High Schools in the nation by the Washington Post. Faculty members continue to distinguish themselves at local and state levels. Once again, a faculty member was named as a Top Ten teacher in the school district; another was the PTSA state runner-up for SC Teacher of the Year.

Although Greenville High School is successful in many areas of student achievement, we face the continued challenges of meeting the needs of a diverse student population. We will continue to refine the overall effectiveness of the Freshman Academy, to offer rigorous professional development opportunities to the faculty and staff, and to challenge ourselves to accelerate student performance while maintaining high expectations for success at all levels.

JF Dalton Lucas, Jr., Principal
Pamela Evans, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	215	74
Percent satisfied with learning environment	64.4%	87.4%	89.0%
Percent satisfied with social and physical environment	74.6%	86.4%	81.1%
Percent satisfied with school-home relations	78.0%	90.7%	87.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress	No
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This school met 17 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	385	99.2	9.3	21.3	27.5	42.0	73.0	75.1	68.0	Yes	Yes
Male	190	100.0	12.6	19.8	28.6	39.0	71.4	70.3	63.1	N/A	N/A
Female	195	98.5	5.9	22.7	26.5	44.9	74.6	80.0	73.1	N/A	N/A
White	139	99.3	3.1	3.9	16.3	76.7	94.6	85.5	79.4	Yes	Yes
African American	202	99.0	13.4	31.4	34.0	21.1	59.3	54.2	51.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	41	100.0	9.8	29.3	34.1	26.8	68.3	65.7	62.8	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	66.4	I/S	I/S
Disabled	42	100.0	48.7	30.8	12.8	7.7	23.1	24.1	22.8	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	23	100.0	8.7	47.8	34.8	8.7	56.5	48.0	45.1	I/S	I/S
Subsidized meals	230	99.1	13.3	31.7	31.7	23.4	60.1	58.4	54.7	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	385	99.0	20.2	25.3	26.2	28.3	65.1	67.5	62.3	No	Yes
Male	190	100.0	18.7	25.3	24.7	31.3	66.5	66.2	61.4	N/A	N/A
Female	195	97.9	21.6	25.4	27.6	25.4	63.8	68.8	63.2	N/A	N/A
White	139	99.3	4.7	12.4	21.7	61.2	89.1	78.7	75.3	Yes	Yes
African American	202	98.5	31.4	32.5	26.8	9.3	49.0	42.6	42.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	41	100.0	17.1	34.1	36.6	12.2	63.4	60.2	59.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	90.9	64.1	I/S	I/S
Disabled	42	100.0	69.2	17.9	10.3	2.6	15.4	21.2	21.5	I/S	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	23	100.0	17.4	43.5	39.1	N/A	56.5	47.2	47.1	I/S	I/S
Subsidized meals	230	98.7	29.4	30.7	28.4	11.5	50.9	51.1	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	385	94.8	47.9	15.6	15.3	21.1	36.4	N/A	N/A	N/A	N/A
Male	190	93.7	43.8	17.4	12.4	26.4	38.8	N/A	N/A	N/A	N/A
Female	195	95.9	51.9	13.9	18.2	16.0	34.2	N/A	N/A	N/A	N/A
White	139	95.0	17.4	15.2	22.7	44.7	67.4	N/A	N/A	N/A	N/A
African American	202	93.6	70.9	13.2	11.1	4.8	15.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	41	100.0	43.9	26.8	9.8	19.5	29.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	42	61.9	84.6	7.7	3.8	3.8	7.7	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	23	100.0	56.5	26.1	8.7	8.7	17.4	N/A	N/A	N/A	N/A
Subsidized meals	230	93.0	64.0	15.9	11.2	8.9	20.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	381	99.0	14.1	25.9	28.5	31.5	69.6	71.3	65.9
	2011	385	99.2	9.3	21.3	27.5	42.0	73.0	75.1	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	381	98.7	18.7	24.1	27.2	30.0	63.5	64.6	62.3
	2011	385	99.0	20.2	25.3	26.2	28.3	65.1	67.5	62.3

* Adjusted to account for natural variation in performance.